

**THE INFLUENCE OF IMPROMPTU SPEECH TECHNIQUE TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF  
ELEVENTH GRADE OF SMAN 01 TULANG BAWANG TENGAH IN  
THE ACADEMIC YEAR OF 2019/2020.**



Submitted as a partial fulfillment of the requirements for S1-Degree

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## ABSTRACT

Based on the researcher's initial discussion, it was found that English proficiency of students was still low. Some students are not able to pronounce English correctly, are unable to display their ideas, and afraid to make compilation mistakes as they speak English. All that matters are due to many factors, one of which is not appropriate to use appropriate technique in teaching speaking. In this research, the researcher applied Impromptu Speech Technique. Therefore, this thesis is about the influence of Impromptu Speech Technique towards students' speaking ability. The objective of the research is to find out whether there is the influence of Impromptu Speech Technique towards students' speaking ability at the first semester of eleventh grade of SMAN 01 Tulang Bawang Tengah in the academic year of 2019/2020.

The methodology of this research was quasi experimental design and the researcher did 3 meetings for treatment, 2 x 45 minutes for each. The population of this research was the eleventh grade students of SMAN 01 Tulang Bawang Tengah which consisted of 73 students. The sample was taken from two classes. XI IPA 1 as the control class and XI IPA 2 as the experimental class. In collecting the data, the researcher used the instruments, pre-test and post-test. The instrument was speaking test in oral form. After giving the post-test, the researcher analyzed the data by using independent sample test.

After the researcher analyzed the data by using independent sample test, it was found that the result of Sig. (2-tailed) of the equal variance assumed was 0.001. the result then was consulted to the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig. ( $P_{\text{value}}$ ) was lower than  $\alpha = 0.05$  so  $H_0$  was rejected. In other words, it could be concluded that there was influence of Impromptu Speech Technique towards students' speaking ability. The objective of the research is to find out whether there is an influence of Impromptu Speech Technique towards students' speaking ability at the first semester of eleventh grade of SMAN 01 Tulang Bawang Tengah in the academic year of 2019/2020.

**Keywords:** *Impromptu Speech, Quasi Experimentasl, Speaking Ability*

## DECLARATION

In the name of Allah the most gracious and merciful. Hereby, I state this thesis entitled “The Influence of Impromptu Speech Technique Towards Students’ Speaking Ability at the First Semester of Eleventh Grade of SMAN 01 Tulang Bawang Tengah in the Academic Year of 2019/2020” is completely my own work and also support by my advisor and co-advisor, I am fully aware that I have quoted some statement and theories from sources and they are properly acknowledged in the text.

Bandar Lampung,

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## MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزَغُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ

عَدُوًّا مُبِينًا ﴿٥٣﴾

Say to my servants that they should (only) say those things that are best. For Satan doth sow dissensions among them, for Satan is to man an avowed enemy.

(Q.S Al-Isra' : 17:53)<sup>1</sup>



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<sup>1</sup> A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp,1983), p.688

## **DEDICATION**

I would like to dedicate this thesis for all my beloved people

1. My beloved mother, Mrs. Ernawati who has already prayed and supported for my success, and advised me all the time.
2. My beloved sister Rona Sari who always motivates me to success.
3. My lovely almamater, UIN Raden Intan Lampung which has contributed a lot for my development.



## **CURRICULUM VITAE**

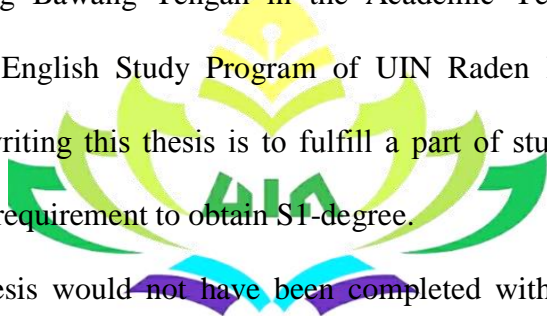
The researcher's name is Siti Masfufah. She was born in Tulang Bawang Barat on March 11<sup>th</sup>, 1996. She is the sixth child of Mr. Edi Purwanto and Mrs. Ernawati. She has five siblings, two younger brother and three younger sister. She lives on Panaragan Jaya Street, RT 02, RK 04, Kecamatan Tulang Bawang Tengah, Kabupaten Tulang Bawang Barat, Lampung.

The researcher began her study in Elementary School at SDN 04 Panaragan Jaya in 2003 and graduated in 2008. She continued her study in Junior High School at SMPN 02 Tulang Bawang Tengah and graduated in 2011. At the time, she joined English club about one year and joined OSIS as secretary of OSIS. After that, she continued her study at SMAN 01 Tulang Bawang Tengah and graduated in 2015, she joined scouts at the time. After finishing her study in Senior High School, she decided to continue her study at Tarbiyah and Teacher Training Faculty of State Islamic University of Raden Intan Lampung, she took English Educational Study Program. She joined UKM Bahasa and chose Debate devition about 1 year, she and her group got second winner of the debate competition in 2016. Besides, the researcher has joined at English course institutions namely Rumah Cerdas Al-Qawwiyu in 2016 for 4 months, and Rumah Pintar Be Genius in 2018 for 6 months.



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Alhamdulillah, all praise is due to Allah, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “The Influence of Impromptu Speech Technique Towards Students’ Speaking Ability at the First Semester of Eleventh Grade of SMAN 01 Tulang Bawang Tengah in the Academic Year of 2019/2020” is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree.



However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, the researcher would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who have given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.
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Finally, the researcher is aware that the thesis has a lot of weaknesses. Therefore, the researcher truthfully welcomes comments and criticisms from readers for enhance the quality of the thesis. Furthmore, the researcher expects that the thesis is useful for the researcher particulary and the readers generally, especially for those who are involved in English Teaching Profession.

Bandar Lampung, November 10<sup>th</sup>, 2019  
The Researcher

Siti Masfufah  
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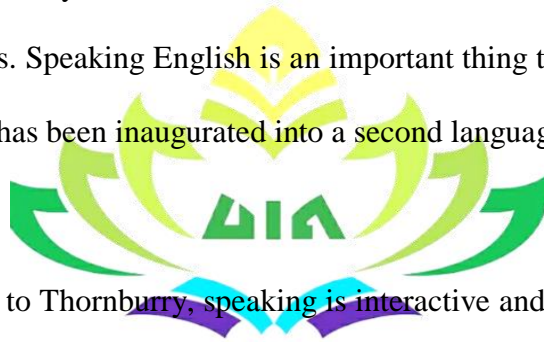




## CHAPTER I INTRODUCTION

### A. Background of the Problem

Speaking is the important language in this century. According to Linse, speaking is equally important in children's overall language development. Children learning English as their native language spend time developing speaking skills.<sup>2</sup> It means speaking is an important tool for individuals to communicate with each other. Every creature uses it as a vehicle to express their opinions, thoughts or wishes. Speaking English is an important thing to be learned. Because speaking English has been inaugurated into a second language and it is very useful in this century.



According to Thornburry, speaking is interactive and requires the ability to co-operate in the management of speaking turns. Speaking is a skill, and such needs to be developed and practised independently of the grammar curriculum.<sup>3</sup> It means speaking must be practiced repeatedly in order to produce good word management, and the management of good words in speaking is a skill that must be developed according to the grammar itself.

In other words, speaking is one of the oral skills that can be used in the acquisition of a second language. Because the ultimate goal of learning language is to be able to communicate. However, number of students have difficulty to develop their speaking skill, but if their practice continuously and the teacher

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<sup>2</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, New York, McGraw-Hill, 2005, p. 47

<sup>3</sup> Scott Thornburry, *How To Teach Speaking*, London, Longman, 2005, p. iv

stimulate the learners during study in the classroom, it can help to develop their speaking ability. The main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. Because of the material of english subject is very variety, so the teachers obligate to choose the suitable approach, strategy, method , or technique to achieve the teaching purposes easily. By using appropriate technique will make the students to be more motivate in learning process.

According to Harmer, good speaking activities can and should be extremely engaging for the students.<sup>4</sup> It means that the students have opportunities to practice and activate real-life speaking in the classroom, so the students have stored in their brain, the automatically their use it. As the result the students become language users.

According to Brown there are scoring standards and range in speaking assessment, it can be seen in the table bellow.

Table 1.1 Scoring Standards and Range in Speaking Assessments

Standards of Scoring	Range of Score
Exellent	80-100
Very Good	73-79
Good	65-72
Average	60-64
Poor	56-59
Very Poor	$\leq 55^5$

<sup>4</sup> Jeremy Harmer, *How To Teach English*, (New Ed.), Harlow, Longman, 2001, p. 123

<sup>5</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, New York, Longman, 2003, p. 142

Researcher decides to choose SMAN 01 Tulang Bawang Tengah because there are some problems in learning English especially in speaking. Based on result of the interview to Mrs. Yuni as the English teacher of the eleventh grade on January 21<sup>st</sup> 2019 at SMAN 01 Tulang Bawang Tengah, it showed that the students' problems in learning speaking especially in. The students' problems are they felt difficulty to understand the speaking subject, unconfident, lack of vocabulary and afraid of making mistake on it. It can be seen from the table of the students' in speaking formative test bellow.

Table 1.2 The Students' Score of Speaking at the First Semester of the Eleventh Grade of SMAN 01 Tulang Bawang Tengah 2019/2019

Standards of Scoring	Range of Score	X IPA 1	X IPA 2	X IPA 3	X IPS 1	X IPS 2	Total
Excellent	80-100	2	3	2	0	0	7
Very Good	73-79	9	8	11	5	3	36
Good	65-72	9	9	11	8	6	43
Average	60-64	12	10	8	8	10	48
Poor	56-59	2	7	0	8	11	28
Very Poor	≤ 55	2	0	0	1	0 <sup>6</sup>	3
<b>Total</b>		36	37	32	30	30	165

From the table above, it can be said that the speaking ability score of the eleventh grade in SMAN 01 Tulang Bawang Tengah there are some problems in learning speaking, because the number of students who got excellent score is only 7 students from X IPA 1 and X IPA 3, students who got most average score is X IPA 1 and 2, and X IPS 2. In addition, there are students from each class that got

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<sup>6</sup> Yuniati Al Aida, *Students' Speaking Score at the Second Semester of the Tenth Grade of SMAN 01 Tulang Bawang Tengah 2018/2019*, unpublished



poor score, but the large class which got the poor score by 11 students is X IPS 2. The class who got very poor score is 3 students from class X IPA 1 and X IPS 1. From the table also so clearly the class who most got score good enough is from X IPA 1 and X IPA 3. It means that the English score should be increased because the categorized of scoring standards and range in speaking assesment is excellent score 80-100, very good score 73-79, good score 65-72, average score 60-64, poor score 56-59, very poor score  $\leq 55$ .<sup>7</sup> Besides the interview of the English teacher there, the researchers also gave questionnaire to students of SMAN 01 Tulang Bawang Tengah.

The researcher also has given questionnaire to the students of XI IPA 1-3 and XI IPS 1-2 : the researcher found some factors of students' problem in learning English especially in speaking. These were in question 64% students do not like to learn English especially in speaking. 74% most of students often get difficulties to practice speaking in learning English. 71% students feel unconfidence when practice speaking in English. 70% students had difficulties the express the words when speaking in English. 79% the students prefer teacher who teaching English using technique or method which interesting especially in learning speaking. It can be seen on page 67 for more detail result of the questionnaire.

Based on the result of interview from the teacher and questionnaire which gave to the students, the researcher found the students have difficulties and some

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<sup>7</sup> Yuniati Al Aida, *Interview with the English Teacher of SMAN 01 Tulang Bawang Tengah*, January 2019, unpublished.

problems in speaking. The problem is the students are still confused to speaking due to lack of vocabulary and grammar, the students felt difficult to pronounce the word and unconfident when speaking English. The technique is used by teacher is discussion technique. So, that speaking ability is still low at SMAN 01 Tulang Bawang Tengah.

According to Brown and Yule, spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with the practical problems are obsious. In the production of speech, however, each speaker needs to speak.<sup>8</sup> It means the students need more motivation to increase their speaking ability and they must practice to speak English regularly. In order the students not only be able to improve their speaking ability but, they also get used to speak English.

To solve the problems, the teacher needs some techniques. Because of the material of English subject is various therefore the teacher obligates to choose the suitable technique to achieve the teaching English especially in speaking. It can help both students and the teacher in teaching and learning process, one of technique proposed is impromptu speech technique. Using impromptu speech technique in teaching English is one of the ways and make the students to be more motivated in learning especially in speaking, so the students develop their speaking ability.

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<sup>8</sup>Gillian Brown and George Yule, *Teaching The Spoken Language*, Cambridge, Cambridge University Press, 1983, p. 25

There were some previous studies about the impromptu speech technique. Firstly, from Munawarah entitled “The Effect of Using Impromptu Speech Technique toward Students’ Speaking Ability”. The research found that the significant number was  $0.000 < 0.05$ , and the implementation of Impromptu Speech Technique was (95.83%). Based on the significance result above,  $H_a$  is accepted and  $H_o$  is rejected. Besides, it can be proved from mean score of students’ speaking ability of post-test at experimental class was 61.40, while students’ speaking ability of post-test at control class was 51.20. Furthermore, the mean score improvement of students’ speaking at experimental class was 12.61 (26.75%) while in control class only 2.90 (7%). In conclusion, there is a significance difference of improvement of students’ speaking ability between students who were taught by using impromptu speech technique and who were taught by using conventional way; natural approach so, the difference on mean indicate that the use of impromptu speech technique is better than natural approach.<sup>9</sup>

Barruansyah discusses about applying impromptu speech technique to improve students’ speaking ability. The researcher used simple sampling to take the sample. The researcher used Non Equivalent control group design that used one group as the experimental class and one group as control class. The researcher used Independent Sample t-test to analyze the data. Based on the data analysis, Consideration Sig (2tailed)  $t_0 = 0.000$  is lower than Sig (2 tailed)  $t_{table} = 0.005$ , it

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<sup>9</sup>Siti Munawarah, *The Effect Of Using Impromptu Speech Technique toward Students’ Speaking Ability at The Second Year of State Senior High School 12 Pekanbaru*, State Islamic University Sultan Syarif Kasim Riau, 2012, p. Vi. Available online at: [http://repository.uin-suska.ac.id/9411/1/2012\\_2012222.pdf](http://repository.uin-suska.ac.id/9411/1/2012_2012222.pdf)



means  $H_a$  was accepted and  $H_0$  is rejected. So, it can be concluded that there is a significant effect of applying Impromptu Speech technique to improve students' speaking ability at the fourth semester students of STIBA Persada Bunda Pekanbaru.<sup>10</sup>

Ashidiqi discusses about the effectiveness of one-way impromptu speech exercises in improving students' oral ability. Based on the result of this study, it shows that impromptu speech exercises are not giving significant effect to students' oral ability. Based on the quantitative data, the data shows students' oral ability is not dramatically increased. The pre-test stated students' mean score is 42.89 point and the post-test is 47.26 point, in this case the improvement of students' oral ability in mean score is only 4.37 point. Further, the role significance posits only 3.25% significant. Based on qualitative data, the students' speaking script shows little improvement in terms of vocabulary mastery and speaking activeness.<sup>11</sup>

Considering the previous studies above, in this research the researcher would like to find out whether teaching learning process by using impromptu speech technique will influence to the students' speaking ability or not. Therefore, this research entitled: The Influence of Impromptu Speech Technique towards

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<sup>10</sup>Rauf Tetuko Barruansyah, *Applying Impromptu Speech Technique to Improve Students' Speaking Ability at the Fourth Semester Students of STIBA Persada*, STIBA Persada Bunda, 2018. Available online at: <https://pdfs.semanticscholar.org/aec9/5a88de2c18ef9ce9c77e7bd856978adee5cd.pdf>

<sup>11</sup>Fajar Ashidiqi, *The Effectiveness of One-Way Impromptu Speech Exercises in Improving Students' Oral Ability : An Experimental Study at The Eighth Grade Students at Smpn 6 Mataram in Academic Year of 2016/2017*, University Of Mataram, 2016. p. 3. Available online at: <http://fkipunram.rf.gd/ifkip3.php?nim=E1D012016&i=1>

Students' Speaking Ability at the First Semester of Eleventh Grade of SMAN 01 Tulang Bawang Tengah in the Academic Year of 2019/2020.

#### **B. Identification of the Problem**

1. The students' speaking ability is still low
2. Students are unconfident in speaking English.
3. Students are still confused to speaking due to lack of the vocabulary.
4. Students' English grammar is still low.

#### **C. Limitation of the Problem**

In the limitation of the problem, the researcher focused on the influence of using impromptu speech technique in teaching speaking at the first semester of eleventh grade of SMAN 01 Tulang Bawang Tengah.

#### **D. Formulation of the Problem**

Related to the problem, the researcher formulated the problem as follows : is there any influence of impromptu speech technique towards students' speaking ability at the first semester of eleventh grade of SMAN 01 Tulang Bawang Tengah in the academic year of 2019/2020?

#### **E. Objective of the Research**

Based on the research statement, this particular study aimed to find out: There was influence of impromptu speech technique toward students' speaking ability at the first semester of eleventh grade of SMAN 01 Tulang Bawang Tengah in the academic year of 2019/2020.

## **F. Significance of the Research**

The result of the research is expected can carry out some data and information about the influence of Impromptu Speech Technique towards students' speaking ability.

Significance of the research are as follows:

1. For the teacher to give some information to the teacher about the influence of using impromptu speech technique towards students' speaking ability in teaching speaking English.
2. For the students  
To give some contributions to the students in order to improve students' ability in their speaking.
3. For the researcher  
To enhance the researcher's knowledge about teaching speaking by using impromptu speech technique.

## **G. Scope of the Research**

The scopes of the research were limited to the subject and object investigated.

1. Subject of the research  
The subject of this research was applied at eleventh grade of SMAN 01 Tulang Bawang Tengah in academic the year of 2019/2020.
2. Object of the research  
The object of this research was the influence of impromptu speech technique towards students' speaking ability.



3. Place of the research

The place of this study was conducted in SMAN 01 Tulang Bawang Tengah.

4. Time of the research

The time of research was conducted in the first semester of the eleventh grade in the academic year of 2019/2020.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

English as the foreign language, teaching English as a foreign language refers to teaching English to students whose first language is not English. As foreign language, English is not used for communication in social interaction. This is supported by Setiyadi who stated that, in Indonesia, English is learned only at schools and people do not speak the language in the society. English is really a foreign language for language learner in Indonesia.<sup>12</sup> It means that as a foreign language in Indonesia, English is just taught in schools and it does not use in social life. So in teaching English as a foreign language, the teacher should be assist and guide students in the mastery of the material. In other words the teacher as a facilitator must be able to provide technique in teaching and learning English especially speaking.

#### 1. Speaking

Speaking is the important skill in this century. According to Linse, he states that speaking is equally important in children's overall language development. Children learning English as their native language spend time developing speaking skills.<sup>13</sup> It means that speaking skill is the important thing to the children especially in daily life communication,

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<sup>12</sup> Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, Jakarta: Bina Aksara, 2006, p. 22

<sup>13</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, New York, McGraw-hill, 2005, p.47

information, and to maintain social relation. The importance of speaking is stated in the Holy Qur'an Surah An-Nisa verse 9 as follows:

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ

وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿٩﴾

“and let those fear who, should they leave behind them weekly off spring, would fear on their account, so let them be careful of (their duty to) Allah, and let them speak right words”. (An-Nisa:9)

According to Murcia, Brinton, and Snow in fact, speaking is considered by many to be the fundamental skill in second language (L2) learning. In what are often referred to as the productive approaches to language teaching (e.g communicative language teaching, Silent Way, and even the audiolingual approach), speaking is the main skill by which a language is acquired, and it is almost certainly so at the beginning level.<sup>14</sup> It means that speaking is one of the skills of language learning especially English (L2), and speaking skills have levels.

Furthermore, speaking is a skill that need to practice. Thornburry states that speaking is interactive and requires the ability to co-operate in the management of speaking turns. Speaking is a skill, and such needs to

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<sup>14</sup>Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language*, (4<sup>rd</sup> Ed.), Boston, Heinle Cengage Learning, 2014, p. 106

be developed and practised independently of the grammar curriculum.<sup>15</sup> It means that speaking is skill that need to practice regularly and must follow by English grammar curriculum, so the students can develop their speaking skill and using grammar of language well.

In other words, speaking is process to produce, receive, and get information. Brown states that speaking is an interactive process of conducting meaning that involves producing, receiving, and processing in information.<sup>16</sup> It means that speaking is process producing, receiving, and getting information from each other who doing communication.

Pollard states that speaking is one of the most difficult aspects for students to master. This hardly suprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to reacting to the person you are communicati with. Any learner of a foreign language can confirm how difficult speaking is. It is important to give students as many opportunities as possible to speak in supportive environment. Gaining confidence will help students speak more easily. You can achieve this by:

1. Setting controlled speaking tasks and moving gradually towards freer speaking tasks.
2. Setting tasks that are the right level for the students or at a level lower than their receptive skills.

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<sup>15</sup> Scott Thornburry, *How to Teach Speaking*, London, Longman, 2015, p. iv

<sup>16</sup> H. Douglas Brown. *Teaching by Principles An Interactice Approach to Language Pedagogy*, San Fransisco, Wesley Longman, 2003, p. 267

3. Setting tasks that are easily achievable and gradually moving towards more challenging tasks.
4. Praising students' efforts.
5. Using error correction sensitively.
6. Creating an atmosphere where students don't laugh at other people's efforts.<sup>17</sup>

It means that speaking is one of the difficult skills for students, to develop the speaking ability of students the teacher must motivate students to be confident. We know that setting tasks is more effective to help the students to speaking English easily without difficulties. And giving feedback to students also includes ways to increase self-confidence. It also gives the students opportunities to speak about their ideas confidently.

#### **a. Elements of Speaking**

Sometimes, when we are speaking with someone, we never think about the purpose of our speaking. We just speak up in our mind, like a habit. Actually, in speaking skills, there are some elements of speaking. Jeremy Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

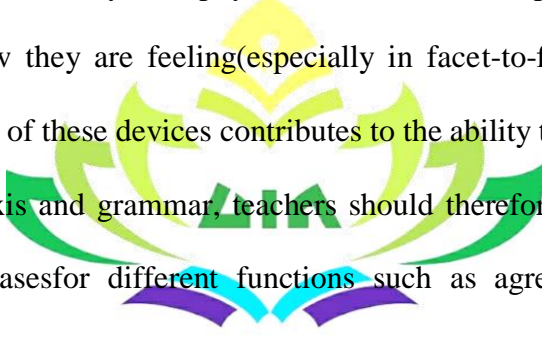
##### **1. Language features**

The elements needed for spoken production are the following:

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<sup>17</sup> Lucy Pollard, *A Guide to Teaching English*, New York, Cambridge University Press, 2008, p.33



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- a. Connected speech : in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weekend (throughcontractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
  - b. Expressive devices, native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by otherphysical and non-verbal (paralinguistics) means how they are feeling(especially in facet-to-face interaction). The use of these devices contributes to the ability to convey meanings.
  - c. Lexis and grammar, teachers should therefore supply a variety of phrasesfor different functions such as agreeing or disagreeing, expressing surprise,shock, or approval.
  - d. Negotiation language : effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what were saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

## 2. Mental/ Social processing

The success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

- a. Language processing, language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b. Interacting with others, effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- c. (on the spot) information processing, quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.<sup>18</sup> It means that speaking might be success of speaker's productivity by some processing skills.

#### **b. Basic Types of Speaking**

According to Brown basic types of speaking are:

1. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence.
2. Intensive. A second type of speaking frequency employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).

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<sup>18</sup> Jeremy Harmer, *The Practice of English Language Teaching*, New York, Longman, 2001, p. 265

3. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation , standard greetings and small talk, simple requests and comments, and the like.
4. Interactive. The difference between responsive and “interactive” speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.
5. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.<sup>19</sup>

From explanation above, speaking is the important skills in learning English. Because with our speaking skills we can improve our knowledge in grammar, lexical, vocabullary, and also our understanding of the language itself. There are five types of speaking imitative, intensive, responsive, interactive, and extensive. Besides that, we know that the importance of speaking English in addition to communicating in this modern era, it really helps us in achieving a career in the future. This is the reason why students must learn English speaking well.

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<sup>19</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, New York, Longman, 2003, pp. 141-142

## 2. Speaking Ability

There is a skill in learning English that must be mastered, it is speaking ability. Linse states that when children begin speaking, they experiment and play with the utterances that are made to form words and phrases such as, *bye-bye, or go bye-bye*. As they grow, children integrate these word and structure into their real and imaginary play.<sup>20</sup> It means that speaking ability can develop as they age. The students must be able to speak using their language skills to communicate, besides that when they speak there will be thousands of words produced and indirectly they express their ideas when speaking, and the sentences produced are more structured because they have good speaking skill.

In the other words, Broughton, Brumfit, Flavell, Hill, and Pinca define it is important that a student should be able to produce naturally the language which has been presented to him and which he has practised in various more or less controlled situations. This is particularly important, not just in the later stages of a given teaching cycle, but at the more advanced levels of attainment, where the pupil feels he now has the basic machinery to say what he wants rather than what he is.<sup>21</sup> It means that speaking ability is a productive skill that students must practice speaking English without worry to convey their opinions based on context.

In addition, Luoma states that speaking skills are an important part of the curriculum in language teaching, and this makes them an important

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<sup>20</sup> Caroline T. Linse, *Op. Cit*, p. 46

<sup>21</sup> Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill, and Anita Pinca, *Teaching English as a Foreign Language* (2<sup>th</sup> Ed.), New York, Routledge, 1980, p.82

object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.<sup>22</sup> It means that to find out the speaking ability of the students requires an assessment that is appropriate to the speaking skill.

According to Brown, there are at least five components of speaking skill that should be mastered by students to increase their speaking ability. The following five components are generally recognized in analysis of speech process :

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension.<sup>23</sup>



It means that speaking has five components that must be mastered by students to achieve speaking well. By the five components of speaking we can find out the extent of students' speaking ability and these accurate components it will improve the quality of the teaching and learning process especially in speaking.

In conclusion, speaking ability is a productive skill that must be practiced more often to produce good grammar and language structure.

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<sup>22</sup> Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004, p. 1

<sup>23</sup> H. Douglas Brown, *Op. Cit.*, pp. 172-173



Besides that speaking ability is also very influential in conveying ideas, because students are used to expressing everything with their speaking skills will make them think creatively and think hard about what they want to say. In other word speaking ability is a difficult thing, there are five components to assess the level of one's speaking ability and in accordance with the existing curriculum.

### **3. Teaching Speaking**

As a teacher in helping students improve their speaking skills in class it is not easy. Sometimes teachers in the class are confused using what techniques are suitable and more effective for teaching speaking class. Thornburry states that for a long time it was assumed that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in. We now know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge.<sup>24</sup> It means that many aspects of speaking must be mastered by students in learning speaking in the classroom, so the students can speak English well.

Furthermore, Murcia, Brinton, and Snow state that teachers should strive for optimal feedback, which shows that the learners' contributions are valued in their own right rather than representing "bad" English.<sup>25</sup> It

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<sup>24</sup> Scott Thornburry, *Op.Cit.*, 2005, p. 1

<sup>25</sup> Marianne Celce-Murcia, *et.al.*, *Op. Cit.*, p. 115

means the teacher must give rewards and feedback to their speaking achievement, this is to motivate students to learn speaking in class.

In addition, Murcia, Brinton, and Snow state that however important and necessary it is for teacher to have a comprehensive knowledge of their subject matter, it is equally important for them to understand their students' learning process. This understanding can be partly informed by insights from second language acquisition (SLA) research concerning how students naturally develop their ability to interpret and produce grammatical utterances.<sup>26</sup> The teacher must master the material which will be delivered and know the ability of speaking skills of their students, so the teacher can develop students' speaking abilities with the appropriate technique.

Moreover, Linse states that when teaching speaking, it is especially important to select activities which match the objectives of your program. For instance, if you teach in a school that emphasizes music and the arts, you would include a lot of songs authored by others as well as by your students. The specific techniques and tasks that you choose should be based on the aims of the program coupled with the learners' stages of development.<sup>27</sup> It means that the teacher should be able to choose the material which suitable with the teaching program in the speaking activity, it can be able to achieve the objective of the learning in the classroom.

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<sup>26</sup> *Ibid*, p. 261

<sup>27</sup> Caroline T. Linse, *Loc. Cit.*

There are many speaking activities in teaching speaking. The teachers also will not be monotonous during teach their students in the speaking class. It is not effective if the teachers only asks the students do their assignment based on the modul without practice it. There are some activities that can be done in learning process by Harmer. These are for speaking activities:

1. Information gaps

One type of speaking activity involves the so-called ‘information gap’ where two speakers have different parts of informations making up a whole. Because they have different information, there is a ‘gap’ between them.

2. Surveys

One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. If the students plan these questionnaire themselves, the activity becomes even more useful.

3. Discussion

Most teachers hope that they will be able to organise discussion session in their classroom, particularly if the exchange of opinions provokes spontaneous fluent language use. Many find, however, that discussion sessions are less succesful than they had hoped.

#### 4. Role-play

Role-play activities are those where students are asked to imagine that they are in different situations and act accordingly.<sup>28</sup>

Based on the explanation above, it can be concluded that when teaching speaking the teacher must create a pleasant environment that is not monotonous. A pleasant classroom atmosphere makes students motivated and integrated with the learning process in speaking English. so students have the opportunity to express their ideas and what they want to say, it can develop students' speaking

In book Murcia, Brinton, and Snow, Brown (2007) state that puts forward a number of concrete principles for teaching speaking skills including:

1. Focus on both fluency and accuracy;
2. Provide intrinsically motivating techniques;
3. Encourage the use of authentic language in meaningful context;
4. Provide appropriate feedback and correction;
5. Capitalize on the natural link between speaking and listening;
6. Give students the opportunities to initiate oral communication;
7. Encourage the development of speaking strategies.<sup>29</sup>

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<sup>28</sup> Jeremy Harmer, *How to Teach English*, Harlow, Longman, 1997, pp. 88-92

<sup>29</sup> Marianne Celce-Murcia, *et.al.*, *Op. Cit.*, p. 111

It means that to teach speaking skills teachers must motivate students in various ways that can be done so students can follow the learning process well in the classroom.

In conclusion, teaching speaking cannot be ignored as important things English skills must be mastered so students can use the target the best language possible. Speaking material taught to students must also be in accordance with the syllabus. and teachers are required to find appropriate techniques for the classroom atmosphere and students so that the language target is reached. Based on various ways of teaching speaking explained above, the technique used in this research is the impromptu speech technique, because this technique is suitable in teaching speaking class and is able to encourage students to speak naturally and spontaneously.

#### 4. Assessing Speaking

According to Brown there are five categories of oral proficiency scoring.

Table 2.1 Assessing Speaking

No	Criteria	Rating	Comments
1	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate affectively in most formal and informal conversations on practical, social, and professional topics.
		2	Can usually handle elementary construction quite accurately but



			does not have through or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
2	<b>Vocabulary</b>	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3	<b>Comprehension</b>	5	Equivalent to that of an educated native speaker.
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversation non -technical subjects (i.e., topics that required no specialized knowledge).
		1	Within the score of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
4		5	Has complete fluency in the language such that his/her speech is

	<b>Fluency</b>		fully accepted native speaker.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level to fluency.
5	<b>Pronunciation</b>	5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding are rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language. <sup>30</sup>

Source "Language Assessment Principles and Classroom Practice"

$$\text{Students' score} = \frac{\text{ObjectiveScore}}{25} \times 100$$

## 5. Conditional Sentence

This research only discussed one of the text types that was used in this research that is conditional sentence. Conditional sentence is a part of English sentence.

<sup>30</sup> H. Douglas Brown, *Op. Cit.*, pp. 172-173

According to Sumarto and Suhardjito (1994), who state that a conditional clause is dependent clause, which is preceded by the conjunction “if”. It is also called an if clause because it is preceded by the conjunction “if”. It comes after or before the main clause (independent clause).<sup>31</sup> It means that conditional sentence has conjunction “if”, it calls an if clause.

In addition, Frank defines the conditional sentence is statements with the true conditions, the main clause gives the result of a condition. If there are some possibilities that such a result may be accomplished, the form for real condition is used. If the result is impossible or uncertain of realization, the form of unread condition is used. In most statement with real condition, there are only two result stated in the main clause will take place, if the condition is not realized then the result will not take place.<sup>32</sup>

Conditional sentence has three types that are commonly used. They are as follows:

- a. Type 1 sentence has 80% possibility to happen. For instance, if you study hard, you will pass the exam.
- b. Type 2 has no possibility to happen. For instance, if he won the match, he would be the champion.

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<sup>31</sup> Mohammad Guntur Prayoga, *Grammatical Error Analysis in Using Conditional Sentence Type 1, 2, and 3 Orally*. English Department Faculty of Language and Arts Semarang State University, Semarang, 2011, p. 2 Available online at: <file:///D:/proposal%20bab%201-3/new%20revise/conditional%20sentence%20teori.pdf>

<sup>32</sup> *Ibid.* p.1

- c. Type 3 also has no possibility to happen. For instance, if they had arrived earlier, the bus would have been here.<sup>33</sup>

Based on the definitions above, conditional has certain characteristic distinguished with other sentences. The examples above are conditional sentences which uses present tense (type 1), past tense (type 2), and past perfect tense (type 3) in the “if clause” and conditional form; future tense (type 1), past future tense (type 2), perfect future tense (type 3) in the main one. The “if clause” expresses contrary to fact condition.

These are formula and example of conditional sentence as follows:

#### 1. Conditional Sentence Type I

- a. If + simple present tense, Simple future tense

✓ If she has my address, she will send the invitation to me.

- b. Simple future tense + if + simple present tense

✓ They will buy a car if they have money.

✓ My mother will go to Bali if she has a lot of money.

✓ You will be late if you sleep late.

✓ He will not come if you are angry with him.

#### 2. Conditional Sentence Type II

- a. If + Simple past tense + , + Past future tense

✓ If I found her address, I would send her an invitation.

✓ If I had a lot of money, I wouldn't stay here.

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<sup>33</sup> Mohammad Guntur Prayoga, *Loc. cit.*

✓ If I were you, I would not do this

b. Past future tense + if + simple past tense

✓ I would send her an invitation if I found her address.

### 3. Conditional Sentence type III

a. If + Past perfect + , + Past future perfect tense

✓ If I had found her address, I would have sent her an invitation.

✓ If I hadn't studied, I wouldn't have passed my exams.

✓ If John had had the money, he would have bought a Ferrari.

b. Past future perfect tense + if + past perfect

✓ I would have sent her an invitation if I had found her address.

Based on the explanation above, the researcher concluded that a conditional sentence is a sentence that expresses an idea that might happen at some point in the future. It is something that is possible, but its certainty is unknown because it depends on another event. The dependent clause of the first conditional begins with "if" and uses the simple present tense. Conditional sentence has three types, they are type 1, type 2, and type 3. Based on the syllabus, reseacher uses conditional sentence type 1 to teaching in the experimental and control class.

## 6. Impromptu Speech Technique in Teaching Speaking

There are some definition about impromptu speech technique from the experts, they are as follows:



### a. Definition of Impromptu Speech Technique

Impromptu speech is a technique that requires students to speak out their ideas spontaneously. Murcia, Brinton, and Snow state that related to oral presentations are impromptu speeches, which can serve several purposes in the L2 speaking class. An impromptu speech offers students more actual practice with speaking the language, but it also compels them to think, and speak, on their feet without the benefit of notes or memorization. A variation on this activity can be part of a lesson on the use of hesitation markers, such as *um*, *well*, *sort of*, and *like*.<sup>34</sup> It means that that impromptu speech is a technique that requires students to think quickly and speak spontaneously about the topic is given by the teacher without notes and memorization, with this spontaneously students express their ideas.

In the other words, Sedniev states that because an impromptu speech usually lasts 1-3 minutes, its components are significantly shorter than in a prepared speech. For example, an introduction and a conclusion may sometimes be only 1 sentence long. Because you think while you speak and may change the direction of your speech in the middle, occasionally the opening may have little relation to the rest of the speech, but the conclusion should always be relevant, strong and clear.<sup>35</sup> It means that impromptu speech is a technique that takes 1-3 minutes in preparation.

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<sup>34</sup> Marianne Celce-Murcia, *et.al Op. Cit.*, p. 114

<sup>35</sup> Andrii Sedniev, *Public Speaking Bundle*, New York, Pearson Education, 2013, p. 31

It makes students more creative because students are required to think while speaking, and conclusions that are concluded must be relevant and clear.

According to Williamson, impromptu speaking is the most direct way to provide both efficiently. Acknowledging the fear factor of including an audience, this exercise allows students to stand and deliver to a wall.<sup>36</sup> It means that the impromptu speech technique is a very efficient technique for training students' confidence in speaking in front of the class and reducing fear of speaking in front of the class.

In addition, Williamson states that impromptu speaking demands that they think for 2 minutes on a randomly selected topic, then stand and deliver a 5-minute seamless speech. It requires that they develop a thesis, illustrate with specific examples from their reading, personal experience, and current events, and it insists that they organize their information to allow for a meaningful conclusion. Furthermore, speaking before we write adds fluidity to our expression of ideas and eventually comes to be a natural part of the writing process.<sup>37</sup> It means that the impromptu speech technique is a teaching technique that provides several topics to students and students are given a short time to present the topics they have chosen in front of the class, this also helps students in developing flexibility to express what is on their minds.

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<sup>36</sup>Lynette Williamson, *On Demand Writing: Applying the Strategies of Impromptu Speaking to Impromptu Writing*, New York, Idebate Press, 2008, p. 17

<sup>37</sup>*Ibid*, pp. 1-2

Furthermore, Sedniev states that during the last 10 years, I collected tips, techniques and strategies that dramatically raise the level of any speaker in impromptu speaking. My goal was to create the most comprehensive system, which will make anyone a world-class impromptu speaker within a very short time. The *Magic of Impromptu Speaking* system was based on the analysis of thousands of impromptu speaking contests, interviews, debates, and question and answer sessions.<sup>38</sup> It means that impromptu speech is a technique that requires the speaker to prepare the topic to be discussed with a short time both in the interview, debate, and question and answer session.

For all the theories and explanation above, it is clear that impromptu speech is a technique that requires students to organize ideas or topic that randomly selected, it takes 1-5 minutes for preparation. This technique requires the speaker to prepare the topic to be discussed with a short time both in the interview, presentation, debate, and question and answer session in the classroom. This technique is actually used by all of people naturally in their daily real talking, because sometimes we do not need much time to think before speaking. It is natural spontaneously in the spur of moment unplanned speech. So this way, the technique needs to be considered being applied in teaching learning activity in improving students' speaking ability and behaving students to take apart in using English all of the time. Besides, this technique is expected can make

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<sup>38</sup>Andrii Sedniev, *Op. Cit.*, p. 2

students think quickly, creative, and open in conveying their ideas, and able to train students' confidence in speaking in front of the class.

### **b. Teaching Speaking Procedure by Using Impromptu Speech Technique**

According to Williamson the procedure of impromptu speech technique has 10 steps, they are:

1. Begin by illustrating a fact or statistic that is stated creatively has a better chance of being remembered than one that is just stated.
2. Explain that the class will learn how to introduce facts effectively by giving short impromptu speeches in which they are asked to incorporate a fact creatively.
3. Ask students to read the direction under your turn and then turn over the hand out. Distribute index cards or scraps of paper for the students to make notes on during their preparation time.
4. Pass around the envelope with the topics and remind the class that each one is to pull 5 strips but can choose the one topic on which she or he wants to speak.
5. Give each student at least 2 minutes to prepare his or her speech after drawing a topic.
6. You can ask for a volunteer to demonstrate a sample impromptu speech.

7. Give each students 5 minutes to speak. Do not assess a penalty if less time is used.
8. Remind students that only those who incorporate the fact into their speech in a creative, memorable way will be eligible for the “+” or the best grade.<sup>39</sup>

Meanwhile according to Murcia, Brinton, and Snow the procedure of impromptu speech technique has 6 steps, they are:

1. Students are told that using hesitation markers is an acceptable
2. The students practice their pronunciation and intonation
3. Each student is assigned a topic that he or she is likely to know little about

For example, in university academic English courses, topics such as how to find a derivative in mathematics or how to describe the molecular structure of carbon are likely to be unfamiliar to at least some members of the class. For pre- or non academic learners, suitable topics might be how to preserve fruit or how to change the spark plugs in a car.

4. The students are given a strip of paper with the topics on it just before they begin to speak.
5. The one-minute, unprepared response should contain as many hesitation markers as possible while at the same time avoiding silence and giving as little actual content information as possible.

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<sup>39</sup> Lynette Williamson, *Op.Cit.*, pp. 195-196

6. Students who do know about the topics give a short explanation of their own after each attempt.<sup>40</sup>

According to Sedniev, there are 3 steps in the impromptu speech technique:

1. Opening, the main purpose of the opening is to get the attention of the audience and to give a flavor of what to expect. There are numerous ways to begin an impromptu speech; however, below you can find 3 methods that have proven to be most effective.
  - a. *Begin with a statement*, you can begin a speech with a statement on your position or a startling statement.
  - b. *Start with a call back*, a very powerful way to begin an impromptu speech is to call back to the common experience of the entire audience.
  - c. *Start with a story*, Everyone loves hearing stories in movies, in reality shows or in speeches.
2. Body of the speech, in the body of your impromptu speech, always share a single point. Because the impromptu speech is usually really short, you can convey only one point effectively.
3. Conclusion, conclusion is perhaps the most important part of the entire speech because what is said in the end is remembered best by

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<sup>40</sup>Marianne Celce-Murcia, *et.al.*, *Loc. Cit.*



the audience. If your speech is good, the last sentence is what your listeners will recite to their friends later.<sup>41</sup>

From explanation theories above, the researcher decide to use from Williamson procedure, because the procedure is suitable for teaching speaking especially in supposing (conditional text) the situation, incident, or event., and rules are simple and and suitable with the condition of the students in the class.

### **c. Advantages and Disadvantages of Impromptu Speech Technique**

There are some advantages of using impromptu speech technique, they are as follows :

#### **Advantage:**

1. Speaking before we write adds fluidity to our expression of ideas and eventually comes to be a natural part of the writing process.
2. They had rehearsed numerous organizational strategies and had a palette of examples from which to choose.
3. Encouraging students to speak before they write makes sense.
4. To think aloud with teachers and peers leads to the internalization of procedures, processes, and patterns of thinking that result in better written products.
5. It insists that they organize their information to allow for a meaningful conclusion.

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<sup>41</sup>Andrii Sedniew, *Op.Cit.*, pp. 29-33

6. It is imperative.
7. All of this practice makes constructing a flawless presentation in 2 minutes possible<sup>42</sup>
8. The most direct way to provide both efficiently.<sup>43</sup>
9. This is actually quite a humorous activity that students enjoy.
10. Students practice their pronunciation and intonation<sup>44</sup>

In conclusion, from the advantages is expected to be able to make the classroom more enjoyable and support the teaching and learning process of English speaking, because impromptu speech technique is a technique that requires students to think and speak spontaneously at certain times so that students are more creative and confident in English speaking, so students get used in speaking English.

There are some disadvantages of using impromptu speech technique, they are as follows :

**Disadvantages:**

1. It is cause silence.
2. It is cause embarrassment
3. It is cause confusion, and
4. It is cause loss of the speaking floor.<sup>45</sup>

To solve the disadvantages the researcher will give direction when students are faced with silence. Trying to help when students are

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<sup>42</sup>Lynette Williamson, *Op.Cit.*, pp. 1-2

<sup>43</sup>*Ibid*, p. 17

<sup>44</sup>Marianne Celce-Murcia, *et.al.*, *Loc.Cit.*

<sup>45</sup>*Ibid*, p. 114

embarrassed and confused in conveying information by stimulating related topics that are being conveyed, and to overcome loss of the speaking floor researcher try to providing opportunities for other students who can help support the topics presented, the students can develop ideas from their peers so students can still deliver speech in line.

## **7. Discussion Technique in Teaching Speaking**

### **a. Definition of Discussion Technique**

According to Suryosubroto (2002: 179) discussion is a strategy in teaching in which the teacher gives great opportunity to the students for having scientific dialogue in gathering opinions, making conclusion, or giving an alternative solution to a certain issue.<sup>46</sup> It means that the discussion technique provides opportunities for students to exchange ideas about their opinions, so that they be able to solve problems in groups.

### **b. Teaching Speaking Procedure by Discussion Technique Technique**

According to Pollard the procedure of discussion technique has 2 steps, they are:

1. They prepare in groups first;

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<sup>46</sup> S. Menggo, Seken, Ketut, Ratminingsih, Made, *The Effect of Discussion Technique and English Learning Motivation toward Students' Speaking Ability*, Singaraja, Journal Program Pascasarjana Universitas Pendidikan Ganesha, Program Studi Pendidikan Bahasa Inggris, Vol. 1, 2013, p. 2. Available online at: <https://media.neliti.com/media/publications/117772-EN-the-effect-of-discussion-technique-and-e.pdf>

2. Put students with the same opinion together and tell them to prepare their arguments as well as counter arguments to what the others will say.<sup>47</sup>

### **c. Advantages and Disadvantages of Discussion Technique**

There are some advantages using of discussion technique, they are as follows:

#### **Advantage:**

According to Brown (2001:178) affirms essential advantages of discussion technique in EFL teaching has 4 steps, they are:

1. Students are able to generate interactive language;
2. Students are embraced by an effective climate;
3. Students are to promote learner responsibility and autonomy; and
4. Students are able to understand toward individualizing instruction.<sup>48</sup>

It means that students are responsible for exchanging ideas in discussing topics given by the teacher, students will also find new words from the the discussion in group.

There are some disadvantages using of discussion technique, they are as follows:

#### **Disadvantage:**

1. Students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say,
2. Students are not confident of the language they might use to say it.

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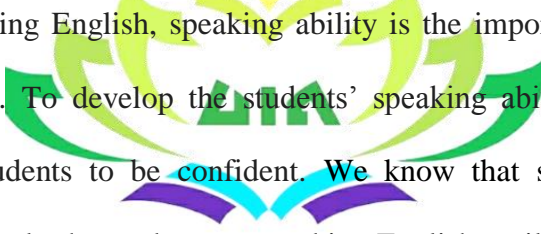
<sup>47</sup> Lucy Pollard, *Op. Cit.*, p.35

<sup>48</sup> S. Menggo, *et.al.*, *Loc. Cit.*

3. Many students feel extremely exposed in discussions situations.<sup>49</sup>

To overcome these disadvantages is to choose technique and materials that are in accordance with the conditions in the class. Trying to stimulate students by giving topics related to material when students cannot thinking of something to say. Provide a pleasant atmosphere that stimulates students' confidence so students are not awkward to convey their ideas when the discussion takes place.

### **B. Frame of Thinking**



In learning English, speaking ability is the important achievement for the students. To develop the students' speaking ability the teacher must motivate students to be confident. We know that setting tasks is more effective to help the students to speaking English easily without difficulties, and giving feedback to students also includes ways to increase self-confidence, but in reality students face the difficulties in learning speaking. In this case, the researcher used impromptu speech technique in teaching speaking English. Learning English by using impromptu speech technique was expected that the students can be more active in the classroom, creative in composing the words and information they want to convey, and confident to deliver their speech without worries, in other word learning process in the classroom runs well.

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<sup>49</sup> Jeremy Harmer, *Op. Cit.*, 2001, p. 272

### **C. Hypothesis**

Based on the explanation above, the researcher formulated the hypothesis statistic of the research as follows:

H<sub>0</sub>: There is no significant of impromptu speech technique towards students' speaking ability at the first semester of eleventh grade of SMAN 01 Tulang Bawang Tengah in academic year of 2019/2020.

H<sub>a</sub>: There is a significant of impromptu speech technique towards students' speaking ability at the first semester of eleventh grade of SMAN 01 Tulang Bawang Tengah in academic year of 2019/2020.





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